Overview

- Committee Information & Charge
- **Linguistic diversity**: A vision of success
- **Multilingual students at Mason**: What does linguistic diversity look like?
- **Faculty at Mason**: What does supporting multilingual students look like?
- **Peer Institutions**: What does supporting multilingual students and their faculty look like elsewhere?
- **Improving support at Mason**: What resources can we provide?
- **Improving support at Mason**: How can we collaborate with other institutions?
- Appendices
Executive Summary

- This committee was created in December 2016 to identify needs of and resources for supporting multilingual students at Mason.
- We have sponsored several coordinated student surveys that identify 40-50% of Mason students as multilingual (international and resident).
- We have piloted a faculty survey that identifies needs for accessible resources.
- We are finding that peer institutions face similar challenges in identifying and supporting multilingual students.
- An initial draft of a faculty resource guide has been created.
- Initial plans are underway for a coordinated meeting with NVCC faculty about supporting multilingual students.
- For 2018-2019, the committee plans further surveys and resource guides.
Committee Charge

The committee will be responsible for assisting in the implementation of efforts to support multilingual students. This will include offering input on the types of direct student resources (e.g., classes and tutoring services) needed for students with varying English language (writing, speaking, listening, and reading) abilities, the types of faculty development support needed to enhance the teaching of linguistically diverse students across the curriculum; and the types of administrative support needed to enable key programs to lead specialized curriculum and faculty development efforts.
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<thead>
<tr>
<th>Name</th>
<th>Position</th>
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As Mason moves toward the goal of greater access to education and commitment to student achievement, the role of faculty in supporting international and multilingual student academic success is essential. Our population of multilingual learners steadily grows; thus, the need to be more thoughtful and agile in how we offer course instruction becomes increasingly important. Looking for ways to modify approaches in the classroom, and enhance course content for deeper student learning, is essential as we work to build an institution truly committed to learning for all of our students.

We are very grateful to our Mason faculty who have created a culture of community devoted to helping students succeed and who are willing to put in the time and effort to connect with students from all cultures and levels of experience. Our diversity at Mason is our great strength; our ability to adapt and grow with this diversity is both our challenge, and our tremendous accomplishment.

Thank you for all you do to help our students be successful. It truly matters.

—Janette Muir, Associate Provost for Academic Initiatives and Services
Mason Vision of Success for Diverse Student Population

- 51% of undergraduate students are from underrepresented racial and ethnic groups.
- Mason is 35% first generation college-going students.
- Mason is in the top 40 most diverse universities.
- Mason students are from all 50 states and 130 countries.
- Students speak critical languages such as Arabic, Chinese, Farsi, Persian, and Urdu.
- 57% of students receive financial aid, yet among US public colleges Mason has the lowest default rate (1.8%).
- No disparity in graduation rates between Hispanic/Latino and black students compared to white students.
- Virtually no disparity in degree completion of Pell versus non-Pell Grant recipients.
Mason 2025: Vision of Success for Linguistically Diverse Student Population

51% of undergraduate students are from UNDERREPRESENTED RACIAL and ETHNIC GROUPS

Mason is 35% FIRST GENERATION COLLEGE-GOING STUDENTS

Mason is in the TOP 40 MOST DIVERSE UNIVERSITIES

Mason students are from ALL 50 STATES and 130 countries

Students speak critical languages such as ARABIC, CHINESE, Farsi, Persian, and URDU

57% of students receive financial aid, yet among US public colleges, Mason has THE LOWEST DEFAULT RATE (1.8%)

NO DISPARITY IN GRADUATION RATES between Hispanic/Latino and black students compared to white students

VIRTUALLY NO DISPARITY in degree completion of Pell versus non-Pell Grant recipients

NO DISPARITY IN GRADUATION RATES between English-only students and multilingual students

We’d like to add this!
Moving to success: **Current support** for ML students

**Writing Center**: Increase of $200K annually since 2015
- 25% increase in capacity
- **28% decrease in unmet demand** (est. 700 unfulfilled requests for AY 17-18)
- Support for thesis/dissertation writers
  - 75% use by ML writers
- ESL grad student writing groups
- F/T ESL Specialist = tutoring + training
- Support for Assistant Director

**Composition Program**
- New Associate Director for I/ML student support, funded by Mason Korea

**INTO Mason**

**Learning Resource Center:**
- English language and content tutoring for INTO Mason and all other I/ML populations
- ITA oral English proficiency testing and language tutoring
- English language workshops for I/ML populations
- Computer/media/library/resources

**Mason + INTO Mason MOU:**
- Supports Outreach Services (e.g. workshops, committee work)
- Supports English language programs (e.g. Workplace English, Special Programs)

*Under review*
Moving to success: Goals for future student/faculty support

Writing Center
- Add tutoring capacity to meet demand
  - ESL specialist tutors
  - PhD student tutors across disciplines
- Find space for increased capacity

Communications Center
- Have plan to serve COMM 100/101 students beginning in Fall 2018
- Need dedicated space
- Need staff/faculty/funding to expand to serve entire campus

WAC/Stearns Center: Faculty Development
- Add ML-support guides to SC website
- Hire a faculty fellow to support faculty teaching ML students
- Add Summer Course ReDesign Institute: Integrating Writing for All Students

LRC/INTO Mason
- Finalize MOU with Mason to continue/expand English language tutoring
- Provide faculty development consultations
- Offer ITA courses that integrate English language skills and pedagogical training
- Add English language and content area tutoring capacity to meet demand
2018 Committee Report: Five committee questions

1. What does linguistic diversity look like at Mason (students)?
2. What does supporting linguistic diversity look like at Mason (faculty)?
3. What does supporting linguistic diversity look like at peer institutions?
4. What resources are or can quickly be made available to support multilingual students at Mason?
5. How can Mason collaborate with partners to support linguistically diverse students?
Question 1: What does student linguistic diversity look like at Mason?

Snapshots from the past:
- **International Only**
- **English 302 in 2015**

**First/Home Language**
- Other than English: 29%
- English: 71%

*130 Nations*
Our student body consists of scholars from more than 130 countries.

*1,500 Accents*
1,500 accents have been recorded in Mason's Speech Accent Archive.

*80 Languages*
Members of our students, faculty and staff speak at least 80 languages.
Q1: Current Students in Communication 100 & 101

- Fall 2017
- **Which of the following best describes the language(s) you speak?**
- N=1539, tracked by G#

**L1 (66%):** English is my first and primary language

**Gen 1.5 (25%):** English is one of my languages but not my first language

**L2 (7%):** I did not grow up with English and do not speak it with family
Q1: Current Students in Mason Core Assessment Courses (Global+History)

- Fall 2018
- Which of the following best describes the language environment in which you grew up?
- N=636, tracked by G#

- English ONLY 58%
- Multiple lang. WITH English 37%
- One lang. NOT English 3%
- Multiple lang. NOT English 2%
Q1: Current Students in English 302

- Spring 2018
- **Which of the following best describes the language environment in which you grew up?**
- N=657, G# not tracked in pilot survey

![Pie chart showing language environment preferences]

- English ONLY 40%
- Multiple lang. WITH English 40%
- One lang. NOT English 15%
- Multiple lang. NOT English 5%
Q1: Future tracking of student linguistic diversity

- Question on undergraduate senior exit survey, beginning December 2017: “Which of the following best describes the language environment in which you grew up?”
- Question on graduate student exit survey, beginning May 2018: “Which of the following best describes the language environment in which you grew up?”
- Coordination of Comm, Core, and 302 surveys with G# tracking, beginning Fall 2018
- Focus groups to investigate student needs, Fall 2018-Spring 2019
Question 2: What are the perceptions of Mason faculty in supporting linguistically diverse students?

Pilot survey (N=118): Spring 2018

**Perceived Benefits of ML/Int'l Students**

- Greater variety of perspectives on the course content: 80%
- Greater depth in cross-cultural collaborations: 70%
- Ability to read and write in other languages: 10%

**Perceived Challenges of Teaching ML/Int'l Students**

- Generating participation in class: 40% (Undergraduate), 50% (Graduate)
- Assessing students' writing: 30% (Undergraduate), 60% (Graduate)
- Assessing students' understanding of lectures/class discussions: 20% (Undergraduate), 70% (Graduate)
Q2: What are the needs of Mason faculty in supporting linguistically diverse students?

Desired Types of In-Person Support

- Departmental or disciplinary workshops: 30%
- Small group consultations for self-selected groups facing similar issues: 40%
- Disciplinary introduction courses for students accepted into your major: 45%

Desired Types of Online Support

- Recommended resource list with books and relevant scholarship: 20%
- Online information sheets addressing strategies for preparing/assessing students: 40%
- Online videos addressing strategies for preparing/assessing students: 45%
Q2: Future inquiry into faculty perceptions/needs

- **Spring 2018**: Pilot of faculty focus groups
- **Fall 2018**: University-wide faculty survey
- **Fall 2018**: Additional faculty focus groups

**Faculty Survey Response**: “Again, the support we need should come from outside of our classrooms. Many students are not ready, from a language standpoint, to fully engage in our courses. Students who lack language proficiency should be provided with ongoing support, outside of our classrooms, to help them develop their language skills.”
Question 3: What does support for multilingual students and their faculty look like at other schools?

Tracking 10 Peer Institutions
- Virginia Peers: UVA, VaTech, VCU, JMU
- National Peers with highly diverse student populations:
  - University of Washington/Seattle
  - Boston University
  - University of Illinois/Urbana
  - Rutgers University (New Brunswick)
  - Maryland (College Park)
  - SUNY at Albany
- ELIs, Writing Centers, International Offices

Tracking 5 Key Questions
- International and (if possible) resident multilingual student population numbers
- Key location(s) of international/multilingual (I/M) student support
- Key types of I/M student support
- Coordination (if any) of I/M student support
- Types of support for faculty
  - Teaching I/M students
Question 4: What resources are or can quickly be made available to support multilingual students at Mason?

- Developing new guide with links to
  - Campus Resources
  - FAQs
- Providing materials to support
  - Assignment Design
  - Classroom Instruction
  - Feedback on Student Writing
  - Source Integration/Academic Integrity
Q4: Support/Guides: Future in-depth resources

- University Policy/Procedure
- Syllabus Design
- Instructional Support

- Cultural Factors (video)
- Teaching Source Integration (handout and video)

Faculty Survey Response: “Also, the support for international students should be more obvious and consolidated into one easy website.”
Question 5: How can Mason collaborate with partners to support linguistically diverse students?

Exploring NVCC Connections

- Create a Mason-NVCC steering committee to focus on international/ML student support
- Convene a faculty workshop on assignment design for Fall 2018
In sum, MASC 2017-18

Key achievements

- Better understanding of who Mason’s linguistically diverse students are
- Better understanding of faculty perceptions and needs
- Better coordination of efforts to identify and meet needs

Key challenges that lie ahead

- Identify the diversity of goals and needs within the ML student population
- Create clear entry-points for student and faculty support
- Provide specialist advice to students beyond the writing center
- Provide specialist advice to faculty across the curriculum
“I came to George Mason University because Mason is a place with great diversity and is home to various cultures. The kind of education provided and the healthy environment makes the growth of an international student much more valuable.”

Miloni Paw, India
MS Psychology ’20
Graduate Bridge Program

“I chose Mason because it is considered one of the best universities in the country. The diversity at Mason is incredible. When I walk around campus I hear new languages, and I get to make new friends which is really cool.”

Daniel Encaoua, Venezuela
BS Marketing ’19
Undergraduate Pathway Program
INTO Mason Student Video: Click Here To view

WHEN I WAS A CHILD, I WANTED TO EXPLORE DIFFERENT ENVIRONMENTS
List of Appendices

- **Appendix A**: Additional Data from Comm 100/101 Survey
- **Appendix B**: Additional Data from Pilot 302 Survey
- **Appendix C**: Additional Data from Pilot Faculty Survey
- **Appendix D**: INTO Mason Undergraduate Pathways
- **Appendix E**: INTO Mason Expectations for Language Development
- **Appendix F**: Communication Arts Studio space request
Appendix A: Comm 100 & 101 Survey Details

- Fall 2017, N=1539
- Which of the following best describes the languages that you speak?

**66.3% L1:** I grew up speaking English as my first language. English is the primary language that I speak with my family and is the language that I typically speak in school and with my friends.

**25.0% Gen 1.5:** I learned a language other than English as my first language and sometimes speak in that language with my family when I am at home. However, I mostly attended schools that were taught in English and have been speaking in English for many years. When I am with my friends, I might speak in English or another language, depending on the language that my friends prefer.

**6.6% L2:** I learned a language other than English as my first language and speak another language when I am at home with my family. I am more comfortable speaking in another language when I am with my friends and family, did not use English as my primary language in school until fairly recently, and consider English my second language.

**2.2% I'm not sure**
Appendix A: Comm 100 & 101 Survey Details

- Fall 2017, N=1539
- Which of the following best describes the languages that you speak?

66.3% L1

25.0% Gen 1.5

6.6% L2

2.2% I'm not sure
Appendix B: 302 Pilot Survey

Student Survey, English 302, Spring 2018

1. Optional: Informed Consent for Research

RESEARCH PROCEDURES: This research is being conducted to better understand the needs of English 302 students and support their learning. If you agree to participate, your anonymous answers to this survey will be analyzed to help faculty and researchers develop curriculum and respond to student needs.

RISKS
There are no foreseeable risks for participating in this research.

BENEFITS
There are no benefits to you as a participant other than to further research in how college students learn. However, participating in this study may benefit GMU by helping us to develop the best possible versions of English 302 and will contribute significantly to national scholarship about supporting students in college composition courses.

CONFIDENTIALITY
The data in this study will be anonymous and confidential. No identifying information is being collected.

PARTICIPATION
Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party.

Note: If you wish to complete this survey (to provide information to local faculty) without having your answers included in the formal research study, you may do so by clicking “No” to the question below.

CONTACT
This research is being conducted by Dr. Shelley Reid and Dr. Karyn Kessler at George Mason University. Dr. Reid may be reached at 703-993-6200 or ereid1@gmu.edu for questions or to report a research related problem. You may contact the George Mason University Office of Research Integrity & Assurance at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research. This research has been reviewed according to George Mason University procedures governing your participation in this research. A printed copy of this consent form is available from your instructor at your request.

CONSENT
I have read this form; I am at least 18 years old; and I agree to participate in this study.
   a. Yes
   b. No
2. What version of English 302 are you taking?
   a. Business
   b. Humanities
   c. Multidisciplinary
   d. Natural Sciences
   e. Social Sciences

3. Please indicate any of the following that are true about the section of English 302 you are taking:
   a. This is a 100% online course
   b. This is a 50/50 hybrid course (f2f and online)
   c. This course meets in the morning (start time 7:30, 9:00, or 10:30 am)
   d. This course meets in the evening (start time 4:30 or 7:20 pm)
   e. None of these is true of my section

4. How important were the following reasons for your choosing this section of the course? Rate each from 1 (Not at all important) to 5 (Very Important)
   a. Course version (Business vs. Humanities, e.g.)
   b. Modality (In-person vs. hybrid vs. online)
   c. Day and time
   d. Instructor
   e. Peer recommendation
   f. Adviser recommendation

5. Which of the following time of day would you have most preferred for taking this class?
   a. 7:30 am
   b. 9:00 am or 10:30 am
   c. 12:00 noon, 1:30 pm, or 3:00 pm
   d. 4:30 pm (once a week)
   e. 7:20 pm (once a week)
   f. I have no strong preference

6. How did you meet your introductory composition requirement?
   a. I took English 100, 101, or 121-122 at Mason
   b. I took a composition class at Northern Virginia Community College
   c. I took a composition class at a school other than Mason or NVCC
   d. I was exempted from English 101 via AP/IB tests
   e. I was exempted from English 101 via Mason examination
   f. Other

7. How confident are you that you have already learned and can apply these writing strategies? Rate each from 1 (Not At All Confident) to 5 (Very Confident)
   a. Adapt my writing content and structure to a new audience or situation
   b. Anticipate and respond to counter-arguments
   c. Use databases to locate and evaluate credible academic sources
   d. Blend my own ideas with those from other sources
   e. Integrate ideas from multiple sources to create a persuasive argument
f. Offer substantive feedback on a peer’s writing

8. How much emphasis do you THINK this course will place on learning more about the following elements? Rate each from 1 (Not Much Emphasis) to 5 (A Lot of Emphasis)
   a. Producing grammatically correct writing
   b. Writing organized and focused essays
   c. Adapting my writing to my major or profession
   d. Identifying a valid research question
   e. Locating and citing secondary sources
   f. Analyzing and responding to complex arguments
   g. Synthesizing and integrating ideas from multiple sources
   h. Reviewing and revising my writing

9. How much emphasis do you HOPE this course will place on helping you learn more about the following elements? Rate each from 1 (Not Much Emphasis) to 5 (A Lot of Emphasis)
   a. Producing grammatically correct writing
   b. Writing organized and focused essays
   c. Adapting my writing to my major or profession
   d. Identifying a valid research question
   e. Locating and citing secondary sources
   f. Analyzing and responding to complex arguments
   g. Synthesizing and integrating ideas from multiple sources
   h. Reviewing and revising my writing
   i. Other

10. Which of the following best describes your overall English writing abilities for school assignments?
   a. I write fluently and correctly in all or most school writing situations
   b. I sometimes struggle to write fluently and correctly in school writing situations
   c. I frequently struggle to write fluently and correctly in school writing situations
   d. I usually cannot write fluently and correctly in school writing situations

11. Which of these statements best explains your answer to Question 10?
   a. I judge my writing skills mostly based on how effective I think my writing is
   b. I judge my writing skills mostly based on how effective my writing is in my work or community
   c. I judge my writing skills mostly based on comments that teachers have given me
   d. I judge my writing skills mostly based on the grades I have received in school
   e. I judge my writing skills mostly using another approach not listed here

12. Which of the following best describes the language environment in which you grew up?
   a. English language only
   b. No English language
   c. Multiple languages including English
   d. Multiple languages not including English
LOGIC: Participants who choose “A” for #12 answer this question, then finish the survey.

13. Which of the following best describes your current overall language abilities?
   a. Use English only
   b. Use at least one other language with some fluency
   c. Use at least one other language with high fluency

LOGIC: Participants choosing B for #12, answer this question then finish the survey.

14. Which of the following best describes your current overall English abilities?
   a. Use English with some fluency
   b. Use English with high fluency

Participants choosing C or D for #12, answer this question and the next one.

15. Do you still remain fully fluent in at least two languages?
   a. Yes
   b. No

LOGIC: Participants answering #15 also answer this question, then finish the survey:

16. Which of the following best describes your current overall English abilities?
   a. Use English with some fluency
   b. Use English with high fluency
Appendix B: 302 Pilot Survey-Early Results Q12

Language heritage overall (n=574)

Q12 Which of the following best describes the language environment in which you grew up?

- English language only
- One language that was NOT...
- Multiple languages...
- Multiple languages NO...

English-only: Multiple fluencies

3 Which of the following best describes your current overall language abilities?

- Use English only
- Use at least one other
- Use at least one other

High fluency

Non-English only: Current English Fluency

Q14 Which of the following best describes your current overall English abilities?

- Use English with SOME...
- Use English with HIGH...

Some fluency

High fluency

Multilingual: Multiple fluencies

Q15 Do you still remain fully fluent in at least two languages?

- Yes
- No

Multilingual: Current English Fluency

Q18 Which of the following best describes your current overall English abilities?

- Use English with SOME...
- Use English with HIGH...

Some fluency

High fluency
### Appendix B: 302 Pilot Survey - Early Results, Writing Education

**Multilingual Academic Support Committee**

**English 302 Survey, Spring 2018:** Comparisons about writing education pathways and perceptions across different home-language backgrounds

#### Q12: Grew up with... English Only (N=263)

- Only (N=263)
- Multiple languages including English (N=265)
- One or mult., No English (N=125) (likely includes “international”)

#### Took Eng. 101:

- at GMU
- at NVCC
- at oth. sch.
- AP or IB
- via GMU test
- Other

#### My acad. writing skills:

- Fluent
- Some struggle
- Frequent struggle
- Not fluent

#### How I judge my skills:

- What I think
- Community thinks
- Teacher says
- Grades show
- Other

### Initial Gloss

**NVCC is bringing us many of our “internat’l” students**

**Note parallels of English Only and Multiple Lang. students: fluency is not just a “foreign” language problem**

**English Only students have more confident self-judgment; No-English students focus on teachers’ opinions.**
2. What is your employment status?
   a. Part-time Adjunct Faculty Member
   b. Full-time Term Faculty Member
   c. Tenure-track Assistant Professor
   d. Tenure-track Associate Professor
   e. Tenured Associate/Full Professor
   f. University Libraries, IT, or Stearns Center Staff Member
   g. University Staff Member
   h. Administrative Faculty Member
   i. Graduate Student
   j. Other

3. With which College/School/Unit are you primarily affiliated?
   a. College of Education and Human Development
   b. College of Health and Human Services
   c. College of Humanities and Social Sciences
   d. College of Science
   e. College of Visual and Performing Arts
   f. Krasnow Institute for Advanced Study
   g. Scalia School of Law
   h. Schar School of Policy and Government
   i. School of Business
   j. School for Conflict Analysis and Resolution
   k. Volgenau School of Engineering
   l. Other

4. What is your usual class size? Check/circle all that apply.
   a. 1-20 students
   b. 21-40 students
   c. 41-60 students
   d. 61-100 students
   e. 101 students or more

5. What if any benefits do international/multilingual students bring to your classes? Check/circle all that apply.
   a. Greater variety of perspectives on the course content
   b. Greater depth in cross-cultural collaborations
   c. Ability to read and write in other languages
   d. Greater expertise in course content
   e. Higher quality of assignments
   f. Greater in-class participation
   g. Greater online participation
   h. Other
6. Do you experience any pedagogical challenges in teaching international/multilingual undergraduate students? Check all that apply.
   a. Generating participation in class
   b. Generating participation online
   c. Assessing students’ participation
   d. Assessing students’ writing
   e. Assessing students’ understanding of lectures/class discussions
   f. Assessing students’ understanding of readings/materials
   g. Communicating course policies and deadlines
   h. Designing assignments
   i. Explaining course content
   j. Fostering collaboration
   k. Providing feedback on student writing
   l. Other
   m. No challenges that are different from teaching other students
   n. N/A: I do not teach undergraduate students

7. Do you experience any pedagogical challenges in teaching international/multilingual graduate students? Check/circle all that apply.
   a. Generating participation in class
   b. Generating participation online
   c. Assessing students’ participation
   d. Assessing students’ writing
   e. Assessing students’ understanding of lectures/class discussions
   f. Assessing students’ understanding of readings/materials
   g. Communicating course policies and deadlines
   h. Designing assignments
   i. Explaining course content
   j. Fostering collaboration
   k. Providing feedback on student writing
   l. Other
   m. No challenges that are different from teaching other students
   n. N/A: I do not teach graduate students

8. Have you made any changes to your course content as a result of the increasing number of international/multilingual students in your class(es)?
   a. Yes
   b. No
   c. Other

9. Have you made any changes to your lectures or presentation style as a result of the increasing number of international/multilingual students in your class(es)?
   a. Yes
   b. No
   c. Other

10. Have you made any changes to your class activities as a result of the increasing number of international/multilingual students in your class(es)?
    a. Yes
b. No

c. Other

11. Have you made any changes to the resources you offer students as a result of the increasing number of international/multilingual students in your class(es)?
   a. Yes
   b. No
   c. Other

12. What types of learning support have you promoted for your international/multilingual students? Check/circle all that apply (continued next page).
   a. Your office hours
   b. Your TA’s office hours
   c. Online course resources
   d. Online writing/language resources
   e. GMU Libraries
   f. GMU Writing Center
   g. INTO Mason Learning Resource Center (English language tutoring)
   h. INTO Mason English language courses
   i. N/A I do not provide specific support for international/multilingual students
   j. Other

13. What is your level of confidence in your ability to effectively promote your international/multilingual students’ learning? Choose the answer that best fits your level of agreement with this statement: I feel confident teaching international/multilingual students in my class(es).
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

14. What is your level of satisfaction with the support provided to you by Mason to help you effectively promote your international/multilingual students’ learning? Choose the answer that best fits your level of agreement with this statement: I am satisfied with the support currently available to me to assist in teaching international/multilingual students.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

15. What kinds of additional support for teaching international/multilingual students would be MOST useful for you? Check up to three in each category.

   In-person support: check up to three
   a. Departmental or disciplinary workshops
   b. Small group consultations for self-selected groups facing similar issues
   c. Individual consultations with peer faculty mentors
   d. Campus-wide workshops or events
   e. Cross-campus facilitated conversations or learning communities
f. Dedicated sections for multilingual students in large classes


g. Disciplinary introduction courses for students accepted into your major

h. Other forms of in-person support

*Online or hybrid support: check up to three*
i. Recommended resource list with books and relevant scholarship
a. Small group consultations, for self-selected groups facing similar issues
b. Individual consultations with peer faculty mentors
c. Cross-campus facilitated conversations or learning communities
d. Online information sheets addressing strategies for preparing/assessing students
e. Online videos addressing strategies for preparing/assessing students
f. Other forms online or hybrid support

Thank you for your assistance with this pilot survey. If you would be interested in participating in a FOCUS GROUP about support for faculty in teaching multilingual students at Mason, please fill out the Interest Card or email Shelley Reid (ereid1@gmu.edu or stearns@gmu.edu)
Appendix C: Additional Data from Pilot Faculty Survey

- Have you made any changes to your course content as a result of the increasing number of international/multilingual students in your class(es)?
  - Yes: 34%
  - No: 66%

- Have you made any changes to your class activities as a result of the increasing number of international/multilingual students in your class(es)?
  - Yes: 38%
  - No: 62%

- I feel confident teaching international/multilingual students in my class(es).
  - Strongly agree: 24%
  - Agree: 44%
  - Disagree: 6%
  - Strongly disagree: 6%
  - Neither agree nor disagree: 20%

- Have you made any changes to the resources you offer students as a result of the increasing number of international/multilingual students in your class(es)?
  - Yes: 40%
  - No: 60%

- Have you made any changes to your lectures or presentation style as a result of the increasing number of international/multilingual students in your classes?
  - Yes: 40%
  - No: 60%
Appendix D: INTO Mason Undergraduate Pathways

Direct Admission

Academic English

Pathway Program

- Accelerated (1 semester)
- Standard (2 semesters)
- Comprehensive (3 semesters)

UG Degree Program

- Year 1
  - Semester 1: Undergraduate Degree Program
  - Semester 2: UG Degree Program

- Year 2: UG Degree Program
- Year 3: UG Degree Program
- Year 4: UG Degree Program

Average credits to graduate: 120

Entry Path
Progression Path
### Appendix E: INTO Mason Expectations for Language Development

<table>
<thead>
<tr>
<th>Overall TOEFL Scores</th>
<th>Curriculum Level (CEFR Scale)</th>
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<tbody>
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<tr>
<td></td>
<td>A2+</td>
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<td>B2</td>
</tr>
<tr>
<td>120</td>
<td>B2+</td>
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<tr>
<td></td>
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</tbody>
</table>

**Undergraduate Proficiency Requirements**

- Direct Admit Undergraduate (80)
- Accelerated Undergraduate (80)
- Standard Undergraduate (60)
- Comprehensive Undergraduate (50)

Progress made in 1 semester (accelerated pathway) = approx. 1 level

Progress made in 2 semesters (standard pathway) = approx. 2 levels

Progress made in 3 semesters (comprehensive pathway) = approx. 3 levels
Appendix F: Communication Studio Proposal  
(Curriculum Impact Grant)

George Mason University Studio for the Communication Arts  
Susan Lawrence, Melissa Broeckelman-Post, Patricia West, Michelle LaFrance, Jen Stevens

Summary

We propose to develop a single, signature curricular and physical studio space where students and faculty across the university can engage in communication work—writing, speaking, information literacy, and multimodal production. Grounded in a model of peer collaboration, this innovative multidisciplinary space will create high impact learning experiences for students who use the space as clients and for those who staff the space as peer consultants. This studio would serve up to 10,000 student and faculty clients annually, with a student staff of up to 65 peer consultants.

Resources for many of the elements of this project are already in place: The Writing Center, the Communication Center, the SP@RC lab, the University Libraries, and Writing Across the Curriculum (WAC) have budgets that support much of the vision described here. We have received a Curriculum Impact Grant from the Provost’s Office to conduct site visits and a needs analysis to further develop this vision. One main resource needed to create and sustain this project is space for co-locating our expertise in writing, speaking, information literacy, and production under one roof.

The space request detailed below on pages 5 and 6 provides for:

- Open studio space for students to work independently on multimodal communication projects and to meet with writing and research consultants
- Small rooms for individual f2f and online speech, writing, and research consultations
- Meeting rooms for 6 – 8 people
- A class-sized room for workshops, training, large group meetings, and other events
- Office space for Communication Center, Writing center, and WAC faculty and graduate students, and for consultations with faculty
- A kitchen and supply room

Requests are based on our current capacity and personnel (for the Writing Center, WAC, and SP@RC) and projected capacity and personnel (for the Communication Center, projected 2 – 3 years out). We focus on functionality rather than square footage; similar centers in other universities occupy up to 12,000 square feet.

We presume that a large space to accommodate these varied functions will not be immediately available. The Communication Center will need a temporary space, also detailed below, until the larger Studio for the Communication Arts can be established.

In what follows we provide the background and rationale for the project, drawn from the proposal submitted for the CI grant, and describe the spaces that will accommodate the multimodal scholarly, professional, and creative communication activities we envision the space supporting.
Needs Statement:
Building Communication Skills for 21st Century Professional, Civic, and Learning Contexts

Oral, written, and digital communication are among the most important skills for the next generation of leaders and employees. Employer surveys rate oral communication skills, working effectively with others in teams, and written communication skills as the most important learning outcomes for college graduates, with other communication-related and information literacy skills such as critical thinking and analytic reasoning skills, analyzing and solving problems with people from different backgrounds and cultures, and evaluating information from multiple sources following closely after (Hart, 2015). Similarly, the 2016 Bloomberg Skills Report describes a “sweet spot” of skills that are heavily sought (but rarely found) by employers, including communication, strategic thinking, leadership, and problem-solving (Levy & Cannon, 2016). Communication and information literacy skills are a valuable career investment that will endure the test of time and will be translatable to new contexts in a rapidly changing world.

Furthermore, these skills are critical to the academic success of Mason’s diverse student body, which includes first-generation college students as well as students from diverse racial, ethnic, socioeconomic, linguistic, cultural, and professional backgrounds. Assumptions are made and privileges are granted based on whether individuals follow a set of implicit rules about how to present oneself in a variety of contexts, and our commitment to diversity brings with it the responsibility to demystify the unwritten rules that are often otherwise unconsciously transmitted within particular communities. At the same time, we are a university that is preparing our students to lead in a global economy, and our graduates must be able to embrace diverse communication styles in a variety of communication contexts.

A Studio for the Communication Arts will increase opportunities for Mason students to engage deeply in the communication-rich educational experiences offered in our multidisciplinary and research-intensive curricula. Currently 55 undergraduate capstone courses are offered in 34 programs; many of Mason’s 350+ graduate programs include thesis, dissertation, or other capstone project requirements. Additionally, the university’s nationally recognized Students as Scholars program supports 225 undergraduate students annually in intensive research projects, with 1126 students taking Research and Scholarship intensive courses (both figures from AY 2016-17). Each of these courses and experiences calls for students to undertake scholarly and creative projects and communicate the knowledge they develop via multiple modalities to audiences of peers, faculty, or clients.

Learning Impact

Student clients who use the studio and student consultants who work there will see learning benefits strongly associated with career readiness, engaged citizenship, and scholarship.

For student clients, this experience will intensify and deepen the curricular impact of the projects they bring to the studio. When students engage in substantive conversation about their communication tasks with knowledgeable peers, those communication tasks are likely to have a deeper impact on learning. Take the case of writing as an example: when writing tasks include interaction, such as conversation and feedback from a peer, and meaning-making, such as synthesis, analysis, or argument, those tasks correlate more strongly to higher order and integrative learning (Anderson et al., 2015). Locally, Mason students who visited the writing center also valued the education they received in their major more highly; in addition, they reported a stronger sense of belonging at Mason (2014 Graduating Senior Survey).
For student consultants, drawn from majors across the university, the experience will have benefits associated with high-impact educational activities including collaborative learning, global learning, and internships. In the national Peer Writing Tutor Alumni Project, for example, tutors reported developing skills in problem-solving, listening, writing, and empathy (Hughes, Gillespie & Kail, 2010). Students trained to provide high-quality writing feedback themselves become stronger writers (Rahimi, 2013; Hu, 2005; Berg, 1999; Stanley, 1992). Peer tutors receive training in how to talk across political divides as they learn to work with writers on controversial arguments, and they may conduct and present research on their writing center work. At Mason, peer writing tutors across the disciplines tell us that tutoring has developed their abilities in all of these areas, along with allowing them to work with writers from other cultural backgrounds and interact confidently with peers and mentors (Peer Tutor Exit Surveys 2014-2017).

**Existing Resources**

Student and faculty communication needs are currently served by the Writing Center, the Speech Lab (soon to be the Communication Center), the SP@RC Lab, the University Libraries, and Writing Across the Curriculum.

**The Writing Center**
The Writing Center budget supports 7000 – 8000 individual writing consultations with 2500 – 3000 undergraduate, masters, and PhD students annually. These collaborative interactions engage writers in critical and creative thinking and problem solving and provide practice in receiving and acting on feedback. The center also offers workshops, writing groups, online writing resources, and opportunities for tutor research. To serve Mason’s diverse student constituencies, the center offers consultations in face-to-face and online formats, and engages in partnerships with the University Libraries, INTO Mason, Writing Across the Curriculum, Career Services, Modern and Classical Languages, ODIME, the Office of Disability Services, the Office of Academic Integrity, and the Living Learning Communities. The Writing Center student staff includes 35 – 40 undergraduate and graduate tutors annually, along with 3 graduate student mentors.

**Communication Center**
Currently, there is a small volunteer-run speech lab that serves COMM 100 and COMM 101 students, which has required collaboration among the Basic Communication Course Program, the Forensics Team, and Mason Libraries (including the SP@RC Lab). The students on the Forensics Team have volunteered their time each week, and the library has allowed us to use one of their presentation recording rooms, but there has been far more demand than our volunteers have been able to support, so we plan to expand this speech lab into a fully supported Communication Center in Fall 2018. We are currently pilot testing a new format for COMM 101 as an online lecture/face-to-face lab/speech lab format, and we are planning to convert all sections of this course to this new format beginning in Fall 2018, partly in response to classroom shortages that will accompany the Robinson rebuild. This new format will have curricular integration with and require that all students visit the Communication Center; this course format will also generate the revenue that will financially support the Communication Center. Initially, the Communication Center will provide individualized coaching for all students enrolled in COMM 100 and 101 as they work to develop their public speaking, interpersonal, small group, and intercultural communication skills in the course. After the first year, we plan to make our communication consulting services available to all Mason students so that we can provide communication skills training across the student experience.
SP@RC Lab
The SP@RC lab provides point-of-need assistance for scholars disseminating their research in visual, spoken, and written formats. In AY 2016-17, the lab presented 92 workshops on topics such as citation software, design and presentation software, and presentation skills. Some 70 individual consultations were held with undergraduate and graduate students, and 210 posters were printed. SP@RC staff also offer in-class workshops to research methods classes on poster design and other aspects of research presentation. SP@RC has developed partnerships with the Writing Center, the Department of Communications Basic Course, and the Office of Student Creative Activities and Research (OSCAR).

Information Literacy
Mason’s University Libraries specialize in teaching information literacy skills to students in order to enhance student learning. By guiding them to independently locate, access, consume, evaluate, and produce information, they are able to engage in critical thinking, ethical reasoning, global understanding, and civic engagement. At present the 22 reference librarians provide up to 1,400 personal research consultations and 100 skill-based workshops each year (across four distributed libraries) to support both graduate and undergraduate student work. Through research consultations, workshops and point-of-need assistance, librarians are able to contribute to positive academic outcomes.

Writing Across the Curriculum
Mason’s award winning Writing Across the Curriculum (WAC) program provides ongoing and point-of-need support for the teaching of writing across the disciplines, serving faculty and graduate students on Mason’s three campuses. The WAC program serves students indirectly, maintaining and providing resources for a campus-wide conversation about best teaching practices and highlighting student learning in WI courses and disciplinary contexts. The WAC program’s resources and services include:

- Our Writers of Mason initiative, which celebrates the individuals and communities of writers on campus.
- WI course and library partnership assessment efforts, collecting and sharing data about student learning with stakeholders on campus to inform curricular conversations.
- CTFE co-sponsored learning community for faculty who teach writing across the curriculum.
- Online resources, one-on-one consulting, and workshops to maintain a campus-wide conversation about the teaching of writing and to highlight student experiences in WI courses.
- Support for faculty as writers, via Friday Faculty Write ins (on the Fairfax and Arlington campuses), writing retreats, and workshops on scholarly publishing.

WAC partners with the Writing Center, the University Libraries, the Multilingual Task Force, the Faculty Senate, and the Office of Student Creativity and Research (OSCAR) to keep student needs at the center of these curricular and faculty development conversations. The WAC program is staffed by a full time assistant director and two graduate students.

Plan of Action
We propose to co-locate expertise in speech, writing, information literacy, and multimodal production in a single, signature studio space that fully houses the Writing Center, the Communication Center, and WAC, and provides a presence for the SP@RC Lab and reference librarians. This space will provide a cooperative learning setting for students working on communication-intensive scholarly, professional, and creative projects. Co-locating these entities will also provide benefits to the faculty and students staffing the studio as they explore synergies among their disciplines that support communication practices and leadership in the 21st century.
We envision this studio as a place where students can work on projects individually or with team members and elicit feedback or seek resources for multimodal projects at the point of need. Specifically, the studio would provide

- Space for students and faculty to work individually or in teams on projects that combine research, writing, speech, and multimodal production, to include flexible meeting and breakout spaces and practice rooms
- Space for students and faculty to consult with peer and faculty consultants on research, writing, communication (presentations, interpersonal communication, teamwork, interviews, and more), and production skills
- Technologically sophisticated spaces with equipment and applications for developing effective multidisciplinary, multimodal communication projects
- Space for workshops on research, writing, presentations, teamwork, and multimodal production
- Office and collaborative work space for faculty directors, graduate student mentors, and student consultants

**Example Use Cases**

An undergraduate researcher funded through the URSP is preparing for her first conference. At the Studio for the Communication Arts, she meets with a consultant to learn what the studio offers and to develop a plan for preparing for the conference. She decides to schedule sessions to get coaching on how to organize her presentation, practice her talk, and learn how to design and produce her poster.

A multilingual team of bioengineering students are drafting the final report and presentation for their Senior Advanced Design Project. They are seeking suggestions on how to make the voice of their co-authored draft more consistent, and they would like to practice their presentation to get feedback on the organization of ideas, delivery, and their overall approach to presenting together as a group. After conferring with staff, they schedule appointments with a writing and a presentation consultant.

A faculty member in Information Technology Services is learning more about how to work with students as communicators in the courses she teaches. She asks for a face-to-face consultation about the development of her department’s capstone courses (which carry the WI credit). In the course of this consultation she learns of the workshops available to all faculty and students in WI classes (conducted by Writing Center consultants, library faculty, and WAC faculty). In the course of this conversation, the faculty member asks about the resources available to faculty as writers, as well—she signs up for the Friday Faculty Write In following this consultation. She takes this information back to her department, discussing the center in her next department meeting.

**Timeline and Space Needs**

In Fall 2017, our team was awarded a Curriculum Impact Grant to plan the development of the Communication Arts Studio. During Spring 2018, we are visiting other similar centers that integrate writing, speaking, and digital communication consultation services; these centers include the Hume Center for Speaking and Writing at Stanford University, the Noel Studio for Academic Creativity at Eastern Kentucky University, and the Writing, Communication, and DigiComm Centers at James Madison University. Additionally, we will be conducting phone or skype interviews with individuals who have been instrumental in developing combined writing, speaking, and digital communication centers elsewhere. Over the course of these visits, we are refining our understanding of our space needs, our administrative coordination plans, and our overall vision for what the Communication Arts Studio will accomplish.
In order to build a successful Communication Arts Studio that will serve Mason students well, we are requesting a centrally located, highly visible space near high-volume student traffic. To be most effective, this space should include the following:

- **A reception area** where we can greet students, assist in setting up appointments, and answer questions (similar to the reception area at the CLUB).
- **A multifunctional open space/studio space** where students can work independently on writing and multimodal projects and where individual writing and research consultations can be conducted. To meet current capacity in the Writing Center, provide for research consultations, and allow space for students to work independently, the open area should accommodate 15 square tables on wheels that can serve as individual consultation stations or be moved together for group work.
- **5 individual writing and research consultation rooms** with whiteboards on the walls. These rooms do not need to be soundproofed, but do need to have glass walls for aural but not visual privacy.
- **8 individual speaking consultation rooms.** These spaces should be equipped with video recording equipment, computers, monitors/televisions, and white boards. These spaces do not necessarily need to be soundproofed, but they should minimize sound that will distract others working in nearby spaces. They also need to have glass walls or doors so that there is not visual isolation.
- **4-5 stations for asynchronous online writing consultations.** These could be located in one larger quiet room with 4-5 computer stations or 4-5 small quiet rooms where writing tutors can read and provide feedback on drafts.
- **6-7 small rooms for synchronous online writing and communication consultations.** Because tutors will be talking with students via a remote video connection, these rooms do not necessarily need to be soundproofed, but should provide a quiet enough space to minimize background noise.
- **4 meetings rooms that can accommodate 6-8 people** that can be used for group consultations, meetings, writing retreats, ESL writing and feedback groups, and faculty meetings (if offices are shared).
- **1-2 large workshop rooms that can accommodate up to 25 people** that can be used for teaching workshops, tutor training and professional development, large group meetings, and large faculty and graduate student writing retreats and write-ins.
- **Kitchen** that includes a refrigerator to accommodate food for events as well as staff food, a microwave, coffee maker, counter space, and space to eat.
- **Tutor collaboration space** where tutors can work on collaborative projects when they are not meeting with clients. Either this space or the kitchen should have storage space available for tutors to place their belongings when meeting with students.
- **Copy/storage room** to store office supplies, presentation supplies, and technology. This space should also have room for a poster printer, unless we have a separate space for a poster printer.
- **9-12 faculty and staff offices, some of which will be shared offices for graduate student staff.**

We presume that a large space to accommodate these varied functions will not be immediately available. In the meantime, the Communication Center will need a temporary space until the larger Studio for the Communication Arts can be established. This temporary space will provide space for individual communication consultations for all students who are enrolled in COMM 100: Public Speaking and COMM 101: Interpersonal and Group Interaction (soon to be renamed Fundamentals of Communication). In order to accommodate the nearly 4000 students who are enrolled in these courses each year, we will need to have a reception/check-in area, an office for the Communication Center
Coordinator, and at least six individual consultation rooms that can be equipped with technology for recording and reviewing practice presentations, interviews, and other communication interactions.

Ideally, we would like to see the Communication Arts Studio open as early as Fall 2019 if it is possible to identify and prepare a space by then, though we realize that a less ambitious timeline may be more realistic. We recognize that identifying and creating a space that can house such a large set of resources will require ongoing planning, collaboration, and discussion, and we look forward to participating in that discussion. We would also willingly participate in discussions targeted to identifying potential donors or sponsors for this signature space.
References


